

(b) NATIONAL ACADEMY OF SCIENCES.—The Secretary shall request the National Academy of Sciences to enter into the contract under subsection (a) to conduct the study described in such subsection. If such Academy declines to conduct the study, the Secretary shall carry out such subsection through another public or nonprofit private entity.

(c) REPORT.—The Secretary shall ensure that not later than 6 months after the date of enactment of this Act, the study required under subsection (a) is completed and a report describing the findings made as a result of such study is submitted to the Committee on Commerce of the House of Representatives and the Committee on Labor and Human Resources of the Senate.

(d) CONSULTATION.—The entity preparing the report required under subsection (c), shall consult with the Comptroller General of the United States. The Comptroller General shall review the study after its transmittal to the committees described in subsection (c) and within 3 months make appropriate recommendations concerning such report to such committees.

On page 53, line 21, strike "7" and insert "8".

#### KASSEBAUM AMENDMENT NO. 1860

(Ordered to lie on the table.)

Mrs. KASSEBAUM submitted an amendment intended to be proposed by her to the bill S. 641, *supra*; as follows:

At the appropriate place, insert the following new section:

#### SEC. . LIMITATION ON APPROPRIATIONS.

Notwithstanding any other provision of law, the total amounts of Federal funds expended in any fiscal year for AIDS and HIV activities may not exceed the total amounts expended in such fiscal year for activities related to cancer.

#### NOTICE OF HEARING

##### COMMITTEE ON ENERGY AND NATURAL RESOURCES

Mr. MURKOWSKI. Mr. President, I would like to announce for the information of the Senate and the public that a hearing has been scheduled before the full Committee on Energy and Natural Resources to discuss leasing of the Arctic oil reserve located on the coastal plain of the Arctic National Wildlife Refuge for oil and gas exploration and production and the inclusion of the leasing revenues in the Budget Reconciliation.

The hearing will take place on Wednesday, August 2, 1995, at 9:30 a.m. in room SD-366 of the Dirksen Senate Office Building in Washington, DC.

Those wishing to testify or who wish to submit written statements should write to the Committee on Energy and Natural Resources, U.S. Senate, Washington, DC 20510. For further information, please call Andrew Lundquist at (202) 224-6170.

#### AUTHORITY FOR COMMITTEES TO MEET

##### COMMITTEE ON ARMED SERVICES

Mr. WARNER. Mr. President, I ask unanimous consent that the Committee on Armed Services be authorized to meet on Wednesday, July 26, 1995, at 9:30 a.m. in executive session, to dis-

cuss certain pending military nominations.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### COMMITTEE ON COMMERCE, SCIENCE, AND TRANSPORTATION

Mr. WARNER. Mr. President, I ask unanimous consent that the Committee on Commerce, Science, and Transportation be allowed to meet during the Wednesday, July 26, 1995, session of the Senate for the purpose of conducting a hearing on the authorization of the Maritime Security Program.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### COMMITTEE ON FINANCE

Mr. WARNER. Mr. President, I ask unanimous consent that the Finance Committee be permitted to meet Wednesday, July 26, 1995, beginning at 2:30 p.m. in room SD-215, to conduct a hearing on new directions in Medicare.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### COMMITTEE ON THE JUDICIARY

Mr. WARNER. Mr. President, I ask unanimous consent that the Committee on the Judiciary be authorized to meet during the session of the Senate on Wednesday, July 26, 1995, at 9:30 a.m. to hold a hearing on Punitive Damages: FDA Defense.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### COMMITTEE ON LABOR AND HUMAN RESOURCES

Mr. WARNER. Mr. President, I ask unanimous consent that the Committee on Labor and Human Resources be authorized to meet for a forum for the ADA anniversary, during the session of the Senate on Wednesday, July 26, 1995, at 2 p.m.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### SELECT COMMITTEE ON INTELLIGENCE

Mr. WARNER. Mr. President, I ask unanimous consent that the Select Committee on Intelligence be authorized to meet during the session of the Senate on Wednesday, July 26, 1995, at 2 p.m. to hold a closed hearing on intelligence matters.

The PRESIDING OFFICER. Without objection, it is so ordered.

##### SUBCOMMITTEE ON POST OFFICE AND CIVIL SERVICE

Mr. WARNER. Mr. President, I ask unanimous consent that the Subcommittee on Post Office and Civil Service, Committee on Governmental Affairs, be authorized to meet during the session of the Senate on Wednesday, July 26, 1995, to receive the annual report of the Postmaster General of the United States.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### ADDITIONAL STATEMENTS

##### ADDRESS BY SENATOR KENNEDY TO THE UNITED NATIONS INTERNATIONAL SYMPOSIUM ON INTELLECTUAL DISABILITY

• Mr. HARKIN. Mr. President, it is a privilege for me to bring to the atten-

tion of Members of Congress and the country the address made last month by our friend and colleague, Senator KENNEDY, to the International Symposium on Intellectual Disability held at the United Nations in New York City. Once again, Senator KENNEDY has made a valuable contribution to international cooperation and progress on the wide range of issues relating to mental retardation. His words give us hope and move us forward.

Senator KENNEDY has served the people of Massachusetts and the United States for more than 30 years in the Senate. During this time, he has been a champion of social justice for all Americans and for citizens of many other lands, especially for people with disabilities. He is committed to the fundamental principle that all individuals deserve support in achieving their true potential and living with dignity. Senator KENNEDY does not just talk about these issues—he acts. And when others are tired and demoralized, he perseveres. He is a courageous advocate and an effective leader, and I commend him for the impressive difference he has made on these vital issues.

I hope that Members of Congress and many others will take the time to read Senator KENNEDY's address about the remarkable progress that is being made in the world community to improve the lives of people with mental retardation, and the even more remarkable progress that is likely to be achieved in the years ahead if all of us persevere. We have made great strides in recent years, but there is still much more to be done. Senator KENNEDY's address helps to light the way, and I ask that the full text of his address may be printed at this point in the RECORD.

The text follows:

ADDRESS OF SENATOR EDWARD M. KENNEDY:  
"FROM DISABILITY TO CAPABILITY"

It is an honor and privilege to be invited here today to speak at this hallowed place that holds the hope of the world for peace, and to participate in this auspicious international symposium on an issue that has been a central focus of my life and my family's life.

For almost as long as I can remember, my family has had a commitment to people with mental retardation and all people with disabilities. So, I am especially inspired by the many leaders from many nations who have come together here to pool their knowledge and strengthen their dedication to this great cause we share. And I welcome the contribution that this Symposium will make to helping people with mental retardation throughout the world.

I thank a great friend and great statesman, Lowell Weicker, for his generous introduction. I never know whether to call him Senator or Governor.

In his Senate years, he was a brilliant colleague in the trenches and on the mountaintops for our cause, and a stalwart champion of equal opportunity and civil rights for all citizens, especially people with disabilities. As a Senator, as the Governor of Connecticut, and most of all as a loving parent, he has been a powerful and compassionate leader on issues of mental retardation. I commend him for his years of tireless achievement, including his remarkable leadership

this year in chairing the 1995 Special Olympics World Games.

I also thank the several sponsors of the Symposium for making this dream of international cooperation a reality—the National Institute of Child Health and Human Development at the National Institutes of Health, the Joseph P. Kennedy, Jr. Foundation, the 1995 Special Olympics World Games, and most of all, the United Nations and its Secretary General, Boutros Boutros-Ghali. These organizations and the leaders associated with them have made extraordinary contributions to the field of mental retardation and have helped improve the lives of millions of individuals and families in many different lands.

I would like to talk for just a moment about one of those organizations which is particularly close to me. My sister Eunice and her husband Sargent Shriver have guided the Special Olympics since its founding in 1968, when they began these very special games in their own backyard for the benefit of 10 children with mental retardation.

From that modest start, a worldwide enterprise has grown. The 1995 Special Olympics World Games that began this week in New Haven has drawn 7,200 athletes and 2,500 coaches from 140 countries. In the United States, 400,000 children and young adults with mental retardation, 100,000 volunteers, and half a million spectators participated in the various local and state games that were held this year leading up to the current world games.

The Special Olympics stand as a vivid example of the achievements that are possible when we focus not on disability, but on capability. As the games have demonstrated, people with mental retardation can reach their potential, if only they have the chance and the appropriate encouragement and support.

The remarkable growth of the Special Olympics is a tribute to the vision and dedication of two very special people and the love they have for those with mental retardation everywhere. Eunice and Sarge, we thank you.

For centuries, the institutions of our societies—governments, schools, places of worship, professional organizations, social gathering places, and the world of commerce—all these institutions shut their doors to people with mental retardation. Most of society felt that non-disabled people had little to learn from people with disabilities, and vice versa.

Even when the closed doors finally began to open, people with mental retardation were often seen as objects of pity. The new approach of so-called "enlightened" society was to protect people with retardation from themselves, protect them from society, protect them from even the most ordinary challenges of daily living. As we know now, that approach may have been somewhat less unenlightened than before, but no one should have called it enlightened.

Just 30 years ago, over half of the 250,000 public school districts in the United States denied a place for children with severe mental retardation. State-operated institutions, with over 200,000 residents, were the primary housing option—but it was warehousing, not housing.

Concepts such as employment and self-sufficiency were called "revolutionary." The few laws then in effect to protect citizens with mental retardation, while well-meaning, also "protected" them from having a job, from living at home, from choosing their friends, and from sharing in the opportunities and challenges of life.

We created systems of separate living, separate transportation, separate communication, separate recreation, and separate education—separate and out of sight. Rarely was it even dreamed that less protection and

more assistance could enable people with mental retardation to become valued members of society.

Beginning with President Kennedy's New Frontier in the United States, a peaceful revolution toward independent living and community-based support was launched and continues to this day. Gradually, we moved away from the paternalism and protectionism that characterized public attitudes and government policies toward people with mental retardation. Old approaches such as institutionalization came to be seen as outdated policies that fail to adequately recognize the true value of human potential. People with mental retardation began to be thought of for what they are—real people with real talents capable of meeting and mastering real challenges.

As a result of this peaceful revolution, more and more citizens with mental retardation moved out of the back wards of institutions and into group homes and supported living. They moved from sheltered workshops to supported employment. They moved from being treated as perpetual children to becoming citizens who vote. They moved from classrooms in the basement to full inclusion in regular schools. They moved from tax dependency to tax payers. Through participation in education, employment, and many other aspects of community life, people with mental retardation moved into the mainstream—and we are all benefiting.

Empowerment is one of those words in common use today that means different things to different people. When we talk of empowerment for our fellow citizens with disabilities, including mental retardation, we mean movement toward independence, productivity, and integration. Independence means a level of control and choice over their life. Productivity means active participation in the workforce and genuine contribution to a family or community. Integration means developing real relationships with members of the community, utilizing the same community resources available to everyone else, and living in homes located in the community.

That sense of empowerment has been the theoretical goal of the world community since the passage of the U.N. Declaration on the Rights of Mentally Retarded Persons in 1971. That high purpose was re-stated in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities adopted by the United Nations in 1993. It is time—time now—to issue a new call to action, so that in re-affirming that goal and these vital principles, we also re-commit ourselves to moving faster from theory to practice.

This International Symposium is an essential and rare opportunity not only to share what we know, but also to shape what we do. It is a unique chance for nations, non-governmental organizations and public and private leaders throughout the world to come together to discuss the ways and means of imbuing families, schools, workplaces, communities, and whole nations with the energies and talents of people with mental retardation.

This Symposium is a forum to enable government officials, policy makers, and advocates to compare recent successes, to discuss the role of government and every other institution of society in the empowerment of people with mental retardation, and to develop sensible plans for moving forward.

By committing ourselves to action, by sharing state-of-the-art knowledge about which laws are effective and which program models can be implemented across national borders or even worldwide, we can bring renewed spirit and deeper understanding to the drive for progress in our own countries.

It is my hope that this Symposium will strive to make empowerment not just a slogan but a reality in the daily lives of people with mental retardation everywhere. Planning takes vision, and action takes courage—may we have both as we participate in this Symposium.

The kind of real social progress we seek is inspired, initiated, and implemented by three sources: governments, the advocacy community, and individuals. Each of these sources is essential, and their efforts are often linked. The successes of one are made possible by the support and actions of the others.

In some societies, government leads the way and community-based organizations and individuals work to implement the policies it enacts. In other societies, the people lead, and the government struggles to catch up. In all cases, as real partnership emerges, real progress occurs.

The important point is that governments at all levels, organizations of all kinds, and individuals of all abilities must be actively engaged in bringing about the changes necessary to empower people with mental retardation. As an African proverb holds, "It takes a village to raise a child." A village can be a small town, a large city, a nation, or the entire world. It takes a community to make the promise of empowerment a reality in the daily lives of people with disabilities.

#### THE ROLE OF GOVERNMENT

I would like to talk now especially about the role of governments, not because it is the most important, but because it is the most familiar to me. As President Kennedy said of government on America's Independence Day, 33 years ago:

"The greatest works of our nation's founders lay not in the documents and declarations, but in creative, determined action. Others may confine themselves to debate, discussion and that ultimate luxury, free advice. Our responsibility is one of decision, for to govern is to choose."

Government has two basic functions to perform in meeting the needs of people with mental retardation. First, it must protect fundamental rights and freedoms. This means assuring people with mental retardation the right to participate in all aspects of life, free from injustice and invidious discrimination. Ensuring these fundamental rights of citizenship is the unique function of government.

The second basic role of government is the development and support of programs and services to enable people with mental retardation to become more productive and fulfilled citizens, especially when other avenues fail.

No society can afford to waste the energy and talent of any of its citizens, whether the waste results from irrational fear, ignorance, or a misguided sense of paternalism.

The United States and many other countries have passed specific laws in recent decades to advance that goal. Our country passed a landmark Civil Rights Act in 1964, to assure the rights of African Americans and other minorities to participate equally in all aspects of American life. This law, and the rights it guaranteed, were not easily enacted. But they have stood the test of time and have made the United States a stronger and better nation. In a similar way, South Africa is currently building a multi-ethnic state by tearing down the walls of apartheid.

In 1973, the United States passed a further law to prohibit discrimination against people with disabilities in any activity that receives federal financial assistance. Other U.S. laws were enacted to protect children with disabilities, to protect the rights of the institutionalized, and to protect the right of

people with disabilities to fair treatment in housing. But despite these advances, many people with disabilities remained unprotected from unjust treatment in the workplace, in public accommodations, in transportation, and in many state and local activities and services.

In 1990, all of that changed with the enactment of the Americans With Disabilities Act, which was truly an emancipation proclamation for our 49 million citizens with disabilities. Through its broad prohibitions on discrimination, that law is already making it possible for people with disabilities, including mental retardation, to lead more fulfilling and productive lives. It is our first nationwide law protecting the fundamental rights of all people with disabilities in all aspects of life.

Its passage was intended to clearly and unequivocally eliminate the major barriers to their full participation in society, and it has become a catalyst for action in other lands. Australia and New Zealand have already enacted similar legislation. Great Britain and Israel are considering such laws, and Germany, Sweden, Japan, Ireland and the Czech Republic have come to the United States to gather information for action. It is just this kind of international cooperation we hoped would occur, and is what motivated us to write to world leaders to encourage them to build on this breakthrough.

In addition to guarantees of basic civil rights, access to education is a hallmark of a free society. It also is one of the most basic services that government can provide to advance the integration and independence of people with disabilities. In 1975, we in Congress passed legislation called the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Act, to guarantee a free, appropriate public education to every child with a disability. Children with mental retardation were the principal beneficiaries of this law, because they constituted the largest group of children with disabilities who had previously been shut out of public schools.

In the United States, this law made it increasingly possible for children with and without disabilities to interact with one another and learn from one another on a daily basis. Our work has only just begun. Even today, only seven in every hundred students with mental retardation in the United States spend their entire school day in classrooms with other children from their neighborhoods. Eleven out of every hundred have no access at all to their community schools, and attend special schools instead. Nevertheless, educating all children, regardless of disability, in the least restrictive environment is now an accepted standard throughout the United States.

Enabling children and young adults with mental retardation to participate in regular, public education is not just a priority in the United States. Italy was the first country to work toward mainstreaming students with special needs. Over the past decade, Alvaro Marchasi, the Minister of State for Education in Spain, has led an effort to make all schools in Spain accessible to all children, including those with disabilities and mental retardation.

This effort inspired last year's UNESCO conference on inclusive education, which provided a framework for integrating children with special needs into education systems worldwide.

These examples are not limited to large wealthy nations. The small country of Lesotho has launched a pilot project to integrate every child with a disability into regular schools in all towns and villages.

I hope that we can agree here that every country has an obligation to do all it can to

educate all its children, including those with mental retardation and other disabilities, in a manner that enables them to learn and grow from each other, regardless of ability or disability. It is possible. It is practical. It is essential. And it is also cost-effective.

Governments everywhere must take concerted action to ensure access to education, employment, and housing opportunities, and to provide the supportive services that enable people with mental retardation to reach their full potential.

We know, for example, that assuring basic necessities can reduce the incidence of mental retardation by 50 percent. We know that fetal malnutrition causes brain damage. Yet millions of pregnant women go hungry every day. How long will the world community pay the price?

We know that immunization works. Yet vast numbers of children around the world are at high risk for diseases that cause mental retardation. How long will the world community pay the price?

We know that environmental toxins—from industry, from pesticides, from lead, from lack of sanitation—are all creating birth defects and learning disabilities. How long will the world community pay the price? Governments can make the difference. Governments must act.

#### THE ROLE OF ORGANIZATIONS, FAMILIES AND INDIVIDUALS

But even if government action establishes the legal foundation for such progress—for independence and integration—government action alone will never be enough. The passage of wise laws does not guarantee effective implementation or vigorous enforcement. To achieve real and lasting progress, myths must be fought and attitudes must be changed. It is the role of committed, persistent and unwavering advocacy organizations, families, and individuals with and without disabilities to keep the pressure on, and ensure that the words of the law become a reality in people's lives.

With the worldwide revolution of community-based services and community-based support for people with developmental disabilities, communication between service organizations has never been easier or more important. The same can be said for organizations which represent researchers, families, and people with mental retardation.

Non-governmental organizations are increasingly working together to improve service, support and research. We must continue to involve all of these organizations to develop better worldwide strategies. The United Nations is the logical place to come together, and I hope that our coming together here and now will lead to more and better collaboration in the future.

We know the valuable contribution made by professionals, from biomedical researchers discovering new miracles of science, to teachers developing new methods of educating and training, to community leaders providing new generations of services.

The International Association for the Scientific Study of Mental Deficiency has brought together professionals from a wide range of disciplines to examine the most promising research to improve the lives of persons with mental retardation and their families.

We know the brilliant achievement that the past generation made possible through mass screening and an alternative diet for those with PKU. It is one of the great stories of medical history, and it was achieved through international research and cooperation. Today, a simple three-cent test can prevent PKU retardation at birth, and save hundreds of thousands of dollars in later costs for care and treatment.

Through international cooperation, a research team has demonstrated a simple and cost effective way to prevent another well-known cause of mental retardation, spina bifida. By discovering the protective role of folic acid in early stages of pregnancy, a joint team from the United States and Ireland worked together to bring this amazing research to fruition.

In most of the world, parents of people with mental retardation are the driving force for supporting such research, creating beneficial programs, and moving government policies ahead for the benefit of their affected sons and daughters. Through Inclusion International, parent organizations around the world have come together to learn from one another, and learn how governments can provide the services and supports they need. They have shared ideas and information and made strong cases for basic rights and effective services.

These efforts will lead to improved lives for people with mental retardation—but only if we, as public policy makers, hear what they are saying, and turn their ideas and information into meaningful action and assistance. Too often, we fail by default or inaction. Our challenge is to take their powerful and persistent words and ideas and turn them into a reality for those with mental retardation.

Among the newest type of organizations addressing disability issues are the international self-advocacy organizations. They have many different names, but they are generally known as "People First" in much of the world, and as "Self-Advocates Becoming Empowered" in the United States.

Like so many others before them, persons with mental retardation have begun to join together in these organizations to speak out for their rights and needs. For the first time, these formerly left-out citizens are taking their place at the conference tables of organizations planning their future. International bodies and national and local governments need to listen and communicate with these self-advocate organizations in ways which recognize their need for direct, clear discussion and involvement in the issues.

Today, as never before, people with mental retardation are redefining and reshaping their own interests. Who better can articulate what it feels like to be senselessly defined only by a disability, and not as a total human being? Who better can condemn the effects of misguided private attitudes and public policies? Who better can demonstrate the remarkable potential of programs that empower, rather than entrap?

Sweden is the country which has advanced the concept of self-advocacy the most in recent years. It has over 1,200 associations of people with disabilities, and approximately 400,000 members. The Swedish movement consists to a high degree of organizations of, and not for, people with disabilities. They are led to a large extent by people with disabilities themselves. In the last few years they have come to function as successful pressure groups in many communities. Self-advocates have much to teach us about effective legislation, policy and programs. We must do more to listen and learn from them.

People with mental retardation should be included in all decisions that affect them—no ifs, ands, or buts. The board of every organization should have substantial representatives of the people to be served. Every government commission, whether advisory or executive, should include people who are directly affected by policy decisions.

The work of these organizations has brought a surge of progress throughout the world in the movement from isolation and exclusion to integration and inclusion. In

the Czech Republic, there is growing use of community residences for people with mental retardation, and equally growing use of supported employment. The supports which exist there to help all workers in acquiring and keeping a job are now also being used to help people with intellectual disabilities enter the workforce. There are now more than eight community residential programs in the greater Prague area, thanks to the growing parent movement there.

In Poland, a pilot project in Lublin is testing a decentralized system for supporting people with mental retardation, relying on local government and individual citizens to develop needed services and support.

As in so many other movements for social change, individuals are often the most effective catalysts for change. As Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does." We all benefit when everyone can contribute to their communities. In this effort, we all have a vital individual role to play.

We must work more closely with other institutions—especially schools, places of worship, and neighborhood associations—to welcome persons with disabilities as partners, including people with mental retardation. They have much to give. As we move from seeing them as objects of charity to people with gifts and talents to share, we will open our hearts and minds as well to the extraordinary diversity they bring to our common humanity.

Over the past two decades, there has also been an increasing trend toward the use of less specialized and less technical people in the networks of support for people with disabilities. The real strength of these less specialized people lies not in their expertise, but in their ability to relate to, communicate with, and motivate people with mental retardation and other disabilities.

Kindergarten students can be ideal companions. Elderly volunteers can be mentors and friends. Religious leaders, social service providers, employers, co-workers, teachers, neighbors, friends—all can find effective roles, if only they have the will to try.

In the United States, a government-funded program supports people with disabilities in finding jobs. The Vocational Rehabilitation Act provides hands-on support directly on the job. Usually, this support is provided by outside personnel, but it can also be performed by a co-worker. The idea that a worker in a factory or an office can provide the necessary support for a person with a disability was once dismissed as impossible. It reminds me of a familiar saying a century ago—"It is as impossible as flying."

But it is happening today. The true visionaries—the parents and families of people with disabilities—knew that it was possible. The result is that tens of thousands of people with disabilities are now gainfully employed, earning pay checks and paying taxes. "The difficult we do immediately; the impossible takes a little longer."

More and more communities are coming to accept and include people with mental retardation as a result of all these inspiring efforts. The late Rosemary Dybwad often told a story from the International Congress in 1983 in Kenya. A group of people with mental retardation, some of whom had been confined to state institutions for thirty years, had told the participants in that Congress about their own ideas and recommendations for the future. In a challenge to all of us, Rosemary asked eloquently:

"If that can be done in a multi-national, multi-language, multi-racial international meeting, why is it not done in your community? And if it isn't, what can you, your

friends, your organization, do to help persons with severe disabilities to represent themselves adequately, and to participate in community affairs? What will we do to translate this into action? Faith and works, I believe, are the words to remember."

In closing, I would leave you with five thoughts as a call to action. First and most important, the essence of reform in the field of mental retardation is an abiding respect for the person. We are talking about citizens rather than recipients. Let us never lose sight of the person in the policy.

Second, we must seize the moment and learn to move ideas more rapidly into practice. We live in an information age, and the information revolution can be a powerful source of positive social change. No one has to reinvent the wheel in any nation. At the speed of light and the click of a mouse, a practical idea being implemented in the morning in New York can be tested in the afternoon in New Delhi.

Third, governments should pledge to play more of a leadership role by moving at all levels to commit themselves to the three empowerment principles—independence, productivity, and inclusion. No longer can people with mental retardation be treated as second class citizens. The global community can no longer afford the cost of such prejudice and exclusion.

Fourth, individuals everywhere must play a part in ensuring that people with mental retardation have a fair chance to participate in all aspects of life. I ask all of you at this symposium—legislators, government officials, experts in research, practitioners, teachers, family members, persons with mental retardation, friends and media—to join in a new commitment to action.

Finally, above all, individuals with mental retardation and their families must be intimately involved as active participants in designing policies and implementing programs to meet their needs.

To open the White House Conference on Mental Retardation in 1963, President Kennedy spoke words that are equally applicable today:

"We have left behind prejudice, superstition and ignorance which since the dawn of time distorted our thinking. We have entered a new era of understanding, hope, and enlightenment. We are on the threshold of an exciting and great achievement which is a tribute to the skills and devotions of thousands of dedicated scientists, professional persons, and public and private citizens."

My brother made an enormous difference on these issues in the United States when, as head of state, he personally gave voice and leadership to this cause. May each of your own heads of state be encouraged by this symposium to make that kind of difference too.

Achieving true and lasting social change is never easy. It requires strength and persistence, courage and vision. We have come far in our journey to empower people with disabilities in our own countries and around the world. My wish is this—may this Symposium be a bright milestone on that journey. May what is imparted here accelerate all our efforts, so that years from now, when we look back, we can truly say, this is where it all began anew.

A story from India that I came across not long ago makes my concluding point most vividly. An old man walking along the beach at dawn saw a young woman picking up starfish and throwing them out to sea. "Why are you doing that," the old man inquired. The young woman explained that the starfish had been stranded by the tide on the beach, and would soon die in the morning sun. "But the beach goes on for miles," the old man said, "and there are so many

starfish. How can your effort make any difference?" The young woman looked at the starfish in her hand, and then threw it to safety into the sea. "It makes a difference to this one," she said.

Thank you for inviting me here, and thank you for the difference that all of you are making. ●

#### TRIBUTE TO GEORGE F. COURTOVICH

● Mr. SMITH. Mr. President, I rise today to pay tribute to George F. Courtovich of Stratham, NH. George passed away suddenly on May 21, 1995, at the age of 33.

George was a great American. Although his was not a name that would be nationally recognized, George Courtovich was great because of the way in which he lived and influenced the lives of so many. He lived his life to the fullest and gave of himself to the community in numerous ways. Most notable was his volunteer work for the Stratham Fire Department where he was a member of the EMT rescue squad.

George left his parents, Dorothy and George, his brother, Jim, and his wife, Debra, and daughter, Colleen, much too early. He will be missed by his family, his friends, his colleagues, those whose lives he saved through his EMT work, the elderly in the community to whom he delivered meals on weekends, and those he taught to enjoy the sport of skiing while an instructor at Loon Mountain. George touched many lives and embodied what is best about the American spirit. He has left this world for a new one, and though he is no longer with us, we are all enriched for having known him.

The celebration of George's life was poignantly related by his brother Jim at the funeral service on May 24, 1995 at St. Michael's Church in Exeter, NH. Mr. President, I ask that the text of the eulogy be reprinted in the RECORD.

The eulogy follows:

EULOGY GIVEN BY JAMES C. COURTOVICH

Today we come to celebrate the life of George Courtovich, my brother, my best friend. George had many qualities, but none stronger than the love he had for his family, friends, and even strangers. George enjoyed life to the fullest, and more importantly, he wanted everyone to enjoy it with him. He made it easier for us to do so.

George answered the call—whether as a volunteer fire fighter, friend, neighbor, brother, son, father or husband—he was there to help. He believed that we were here to leave this place better than we found it. George did.

On Thanksgivings, before joining my parents and other family members, George prepared and delivered dinners for people for whom the day would have been nothing special otherwise. His reward was, as in many instances, knowing he helped make someone's day a little better.

It is hard to quantify all of the good George did, as he was able to bring people together, help a neighbor, be a supportive family member in a way that would leave people grateful but not obligated—sometimes not knowing until later what George had done for them. I wish I could talk to all the people